PREPARATORY SCHOOLS, COLLEGES AND ACADEMIES

Country Day School In Secondary Education

Brings Education of Home, Family Church, Classroom and Playing Fields Into a Boy's Daily Round.

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THE Country Day School has been hailed as a new department in education; rather may it be looked upon as a harking back to the days of the little red school house, when the vacant lot close by, the adjacent brooks and woods, claimed all a boy's free time out of school; when the schoolmaster was the personal friend, the play fellow, the companion of the groups that daily started off for after school diversions, now called "extra curricium activities." It is the organized effort for the normal in a boy's life, combining the education of the home, the family church, the classroom and the playing fields into his daily round; preparing him not alone for college entrance and professional study but for home making of his own some day, for taking his part in the family church, for bringing to the political and social questions of his community the understanding and interest of one brought up among them.

The Country Day School as such is a growth of the last twenty years, and already, beginning with the Gilman School of Baltimore, over twenty-five recognized schools of this type have sprung into prominence in or rather out of the largest communities, from Boston to Kansas City. These schools belong of necessity to the large cities and come in response to the fair demand of the city boy for something to do and somewhere to do it in the afternoon, for a real place to play his games as they should be played, which should be the right of every boy and is a very important element in his development into the ablest and finest type of man; in response also to his demand for proper instruction in the subjects required for entrance to the college of his choice, for helpful comradeship and inspiring leadership among boys and masters, and finally for the joy and the discipline of home life during his formative years.

All this the Country Day School aims to do, to give the boy everything the best boarding schools have been able to give during the day and then to send the boy home for the normal associations of family life. Daily we are coming to recognize more fully the importance of this family life. You do not teach a boy how to make a home by keeping him away from one during his most impressionable years; to be interested and helpful in local problems by sending him out of the way of hearing about them; to feel a responsibility for his home church, a joy in its service, by bringing him up in another religious atmosphere; to resist the inevitable temptations of college life by giving him the almost monastic life of the boarding school until he goes to college.

The Country Day School has existed long enough to show quite conclusively that its supervised study hours, its closer association with carefully chosen masters, can fit the boys to compare favorably with boys from boarding schools in the college entrance examinations; that its organized play, its carefully trained teams, its intelligent physical supervision have done much for the health and spirit of the boys; that the greater personal responsibility developed in the boys who have learned what to avoid in city life prepares them to meet the distractions and the temptations of college life much more wisely than does the secluded life of the rural boarding school. Finally, that the closer touch with civic and church affairs gives the boy a broader outlook and tends to make him more ready to take his place and to do his part in his native city on his return from college.

Cooperation is one of the basic principles of the times and has a most important part in the work of the Country Day School. The school, the home, and the boy must work together in sympathy if the school is to measure up to its ideals. The school must not simply hear the boy's prepared recitations or work out corrective discipline for the unprepared—it must teach the subjects, supervise the study and show the non-studious boy how. It must foster athletics as a means to an end, and that end the building of healthy, husky bodies and manly, forceful, self-reliant characters, not the winning of games and trophies. It must also develop ideals of service and leadership for which the community will look to those boys later and must not look in vain. Finally, it must keep before its boys the practical application of those ideals, the points of contact for the service, without which the highest ideals, the most altruistic service become quixotic, sentimental and impracticable. The family's part is not to teach or even to help in the daily lessons, simply to give the school the right of way over the boy's time to keep the demands of the school first, steadily refusing the appeals for outside things which creep in so easily to fill a boy's time and thoughts and warp his perspective. It is not that one evening at the movies is so bad in itself, though the shallowness and artificiality of most of the movie themes make them anything but helpful for boys; it is that one such evening begets another, throws the boy out of his habits of study and leads him to feel that his school work is not the most important thing for him but may easily be set aside for various distractions.

The family should keep the boy an active contributing part of the family circle, making the most of the sunshine and the discipline which he brings into the household, while he learns to love and to respond to the broadening and gentling influences of daily association with sisters, mother and father.

The boy's part in the cooperation is a simple but a most important, and should be a very happy part. He must recognize and make the most of the opportunities and the consequent responsibilities that such a school gives, and at home must do his bit in the many ways we all understand.

An outline of the daily routine in the Country Day School may be of interest. As in most schools, the day opens at 9 with brief chapel exercises, religious but not sectarian in character. Then come recitations and supervised study periods until 11:30, when the juniors, the youngest boys, go out to play for an hour, after which they lunch and at 1 return to work until 4:30, with another play period thrown in at 2:30. The middlers lunch at 12:15 and then are free for their sports until 2:30, when they return to work until 5. The seniors have a lunch period at 1 and then continue work until 3:15, when they go to their games until 5:15. Thus all ages have their sports by themselves and so separated that the little boys have the playing fields, the gymnasium or the pool to themselves with the complete supervision of the instructors, just as much as do the seniors.

Saturday afternoon most of the important matches are played and Saturday morning is set apart for special work for boys who from illness or other causes are behind in their studies. At this time the instructor has a chance to work with the boy individually, to find his particular trouble and help him meet it, and so to save many a boy who otherwise would fall hopelessly behind. This Saturday morning work is an important factor in the Country Day School plan and is so recognized by most of the boys and their parents.

Many methods for bringing into closer touch with the home have been developed. One of the best is known as "fathers' dinners," when fathers dine with the masters of the school, talk over any subject that bears on the work, becoming acquainted with the men who are teaching their sons and getting the inspiration of their ideals in the work.

Such in the main is the programme of the Country Day School. The Brooklyn Polytechnic is almost the youngest of these schools, but already it is the largest, and it feels that the success of its boys in their college entrance examinations and the enthusiastic support accorded it by the parents as well as by the boys themselves indicates that it is in part at least measuring up to the high mission of the Country Day School.

Latest News of Events in the Scholastic World

PRINCIPAL SAMUEL F. HOLMES of Worcester Academy, Worcester, Mass., announces that there will be three new instructors at the academy this fall when the term opens. Two former instructors who were given a leave of absence to enter the army will be back at their desks once more.

The new instructors are John B. Wilson, who comes to Worcester from New Mexico State Normal School. He will teach mathematics in place of Willis Robinson, resigned, to take a similar position in the American College in Springfield. David McBride will have charge of the history department this fall. He comes from St. Paul's school in Concord, N. H. Walter J. McGreery, a former instructor in the Hartford, Conn., schools, will take charge of the junior department of the school.

Wyne Stephens, who has been discharged from the army, will again be in charge of the Latin and English, while John W. Forrest, physical instructor, after a year overseas, will again look after the physical education of the boys.

Principal Holmes announced that there will be no military training at the academy this fall or at any time during the year. The department of manual arts, which was discontinued at the outbreak of the war, will again be taken up and Grove Branch, teacher in stiversmithing, jewelry and enamelling, will have charge of the manual arts department.

R. I. SCHOOL OF DESIGN.

The list of instructors in the department of freehand drawing and painting of the Rhode Island School of Design, Providence, for 1919-1920, includes Howard E. Smith, instructor in painting and illustration; Arthur W. Heintzelman, instructor in life drawing; Mary B. W. Coxe, instructor in cast drawing; Mabel M. Woodward, instructor in still life painting, sketch and action, and Eliza D. Gardiner, instructor in still life drawing and the sketch class. Special lectures or criticisms will be given during the year by well known artists.

DARTMOUTH COLLEGE.

Announcement is made by the trustees of Dartmouth College, Hanover, N. H., of the appointment of three alumni to the instruction corps for the coming year. They are:

Harry Richmond Wellman, '07, to be professor of commercial organization and management; Nathaniel G. Burleigh, '11, to the professorship of industrial organization and management, and Gilbert H. Tapley, '16, to be secretary of the Tuck School and instructor in statistics.

Mr. Wellman comes to the school from his position as vice-president of the Walter M. Lowney Company. After graduating from college, where he was active in all undergraduate activities, he became secretary to the retail trade board of the Boston Chamber of Commerce in 1909. In 1911 he was appointed assistant secretary to the Chamber of Commerce in Boston; in 1912 he was assistant to the chairman of the board of port directors, and later spent a year in charge of the men's advertising for William Filene's Sons Company.

In 1913 he became advertising manager for the Walter M. Lowney Company, in which he has been successively sales and advertising manager and vice-president in charge of distribution. He is a member of the board of governors and chairman of the entertainment committee of the Boston City Club. During the war he was a graduate of the officers' training school, Camp Meigs, Washington, and was later appointed supervisor of development battalions and assigned to various camps for direction of this work.

Mr. Burleigh comes to his new position in the college from a position as assistant director of the department of industrial engineering with the Winchester Repeating Arms Company, where he has been in contact with and responsible for many of the policies having to do with industrial organization and management in different departments of this great plant. During his undergraduate course he was an honor man in scholarship and graduated magna cum laude. Immediately after graduating he served for four years as an operating official of the Boston Elevated Railway Company, since which time he has been connected with the Winchester Repeating Arms Company at New Haven, Conn.

Mr. Tapley, who has just returned from France, where he held the rank of first lieutenant in ordnance, graduated in the honor group at Dartmouth in 1916 with magna cum laude standing. When the war broke out he immediately took the first ordnance supply school course and was inducted into the ordnance department in November, 1917. He was stationed successively at Washington, at Raritan ordnance depot, and then, in October, 1918, was assigned to the expeditionary force in France, where he has been since that time.

CAMP RIVERDALE.

At Camp Riverdale in the Adirondacks, Long Lake, Hamilton county, N. Y., a group of youths between 12 and 16 years is having the finest of the eight summers in the experience of the camp. They are spending the time largely on trips into the deep woods. Already they have climbed the highest mountains in the neighborhood of the camp—Kempshall, Owl's Head, Blue Mountain and Seward—and this week they are due to take Ampersand.

The weather has been wonderfully fortunate. The Kempshall group had the opportunity to scan the horizon for almost its entire circumference, and to see lakes and peaks which are only rarely visible. On Blue Mountain, however, the atmospheric conditions were the finest thus far. The sky was brilliantly blue, flecked only with small clouds, and the vision was such to include White Face, sixty miles to the east; Marcy, forty miles distant, and all of the other great peaks. Blue Mountain is high enough to look down upon all of the surrounding country, so that the view over the billowing mountains was unforgetful.

This Blue Mountain trip was quite remarkable in that the party consisted of forty-one altogether. The Riverdale boys always go into the mountains without a guide or other help, and take care of themselves entirely. It was no small achievement for a group of this size to maintain itself with splendid food and sleeping device over three days.

On the third day of the trip the rain came down plentifully, but had no effect upon the ardor of the campers, and in spite of the downpour they reached home reasonably dry and thoroughly happy.

The Seward trip was undertaken by a party of fourteen, including only the strongest and best campers, which is the most difficult climb of the year. There is no trail from the south, and the party had to proceed by compass. It was a great experience in weather that was partly perfect and partly hard, but altogether enjoyable.

The plan at Camp Riverdale is for the boys to spend the first three or four days of the week at camp with the regular activities and the latter part in the woods.

The programme includes forestry under Mr. Kolbe of the State School of Forestry at Syracuse; scouting under Arthur E. Baker, scoutmaster; first aid by Dr. Klippel; woodcraft, Mr. Miner, and music under Mr. McClanahan. The general direction of the camp is under Frank S. Hackett, headmaster of Riverdale Country School.

EXEMPT RHODES SCHOLARS.

Prof. Frank Aydelotte of the Massachusetts Institute of Technology, American secretary to the Rhodes trustees, announces that the University of Oxford has passed a statute granting exemption from Greek to graduates of approved American colleges and universities who may enter Oxford senior standing. This makes it possible for the first time (aside from military exemptions granted during the war) to obtain the A. B. degree from Oxford without Greek. The statute was introduced by Dr. E. M. Walker of Queen's College, who represented the University of Oxford on the mission from British universities which visited the United States last autumn. The result is that Oxford is willing to give her degree to graduates of foreign universities without Greek, while insisting on the study of Greek from her own undergraduates.

Several months ago the Rhodes trustees announced the abandonment of the qualifying examination in Latin and Greek formerly required of all candidates for the Rhodes scholarships, but the action of the Rhodes trustees did not of course affect the Oxford requirement of a "sufficient knowledge" of Greek for the A. B. degree. The requirement is now removed so far as graduates of approved foreign universities are concerned, and these graduates are allowed to enter at once on the work for their final honor school, devoting themselves entirely to special study of the subject in which they will take their degree. Advanced standing and exemption from Greek under this statute are obtained by a man on his credentials without examination.

AMERICAN ORIENTAL SOCIETY.

In accordance with suggestions made during the war there has been arranged a joint meeting of the Societe Asiatique, the Royal Asiatic Society and the American Oriental Society. The meeting will be held in London September 3-6. The dates originally set were later in the month, but were changed in order not to interfere with the academic year in American colleges. The meeting will offer to Americans an excellent opportunity for fruitful conferences with French and British colleagues upon the various plans for greater public service which the American society took vigorously in hand at Philadelphia last April—notably upon the plan of establishing an American school of living Oriental languages.

It is suggested that any American members who may find it feasible to take part in this meeting send word to Charles R. Lanman, 9 Farrar street, Cambridge, the chairman of the standing committee on the plans of cooperation between the three societies.

Exchange of Professors Between Chile and a Western University

RATIFICATION by the Government of Chile and the University of Chile of plans for the exchange of professors and instructors between the United States and the South American republic formulated by the University of California committee on hispanic relations has been effected by official decree of the Government of Chile through its minister of public instruction, Pablo Ramirez, advices to the University of California stated. An appropriation of $12,000 for the coming year had been provided under the decree signed by President Sanfuentes of Chile. Both the president of the University of Chile, Domingo Amunategui, and the minister of public instruction have announced their readiness to receive as the first exchange professor from the United States Charles E. Chapman, Associate Professor of Hispanic American History in the University of California.

Chile's official ratification of the exchange professor project marks the first definite result of plans of the late Professor H. Morse Stephens whereby the University of California was to become a centre for exchanges of professors and students with the leading Hispanic countries of the world, and for the study of the history and contemporary problems of Spain and Portugal, and more particularly of the Hispanic republics in the two continents of the Americas. It was largely due to the death of Professor Stephens that the proposed exchange of Professors Rafael Altamira of the University of Madrid and Professor Herbert E. Bolton of the University of California for 1919-20 was postponed. Professor Stephens had also been instrumental in opening discussion with a view to a series of exchanges between the University of California and the National University of Mexico.

A committee of distinguished educators from the Chilean Republic, headed by Dr. Don Pedro Aguirre, arrived in Berkeley early in January of this year and proposed a series of permanent exchanges not only of professors of universities but also of teachers of high schools and technical schools, including women as well as men. Senor Aguirre's committee further proposed to make use of the University of California as a clearing house whereby the university authorities should arrange for all exchanges in this country. Approval of this plan was announced by President Benjamin Ide Wheeler on February 21, the board of regents having voted to accept the plan on February 18. President Chapman was designated as the first exchange professor. At that time President Wheeler wrote to Prof. Aguirre:

"I am very glad that this arrangement can be made. It should be mutually advantageous to the educational systems of the two countries, and promotive of good will and friendship between Chile and the United States."

It is this arrangement which by decree of President Sanfuentes of Chile now becomes effective.

Qualifications of the exchange professors and instructors were announced to-day by the University of California committee of Hispanic relations, of which Prof. Chapman is chairman:

"The exchanges are by no means to be limited to professors of the University of California or even to teachers in the schools of the State. An earnest effort will be made in every case to select the candidates who will best serve the purposes of the exchange.

"In each year there are to be not less than two or more than four exchange professors or instructors from each country, of whom one at the most is to exchange with a professor of the University of Chile, however, the exchange at the outset will be limited to two from Chile and the United States respectively.

"It is absolutely essential that the exchange professors and instructors shall be able to speak the language of the country in which they are to teach; ordinarily the teachers of the secondary grade will be called upon to teach English, unless they have the training enabling them to teach such technical subjects as manual arts, agriculture, &c. More latitude as to ubject matter will be allowed to the exchange professors.

"A second essential for candidates is that they shall come from a suitable school with which the exchange can be arranged. The plan is for each country to pay the salaries and expenses of its own exchange professors and instructors, while the country to which they are sent receives their teaching free of charge.

"It is to be noted further that the Chilean school year begins in March and ends in December. This means that instructors from the United States will take out their leaves of absence to begin in January, at which time the instructors from Chile will arrive to take their places."

While Prof. Chapman of the University of California will be the first United States exchange professor, it is said that the first exchange instructor will be E. M. Gregory of the San Francisco Polytechnic High School. His appointment, it is tated, would be peculiarly fitting, because of his thorough knowledge of Spanish and because of his relationship to a distinguished Spanish California family. His grandfather, William Hartnell, one of the most distinguished men in California during the Mexican era, resided in Chile prior to coming to Alta, Cal., in 1822. He was related by marriage to the famous De la Guerra family.

Leave of absence has been granted to Prof. Chapman as exchange professor, from January, 1920, to January, 1921.

ARITHMETIC 4,200 YEARS AGO.

Professor Langdon of Oxford, England, has discovered that one group of the famous Nippur tablets stored at the University of Pennsylvania are in reality the oldest schoolbooks known to exist. They show that the children of the ancients learned much that the boys and girls of to-day have to study. According to these tablets the children of 4,200 years ago were taught arithmetic, geography, history and grammar just like the children of to-day.

The multiplication tables are remarkably distinct, and in plain numerals show the incontrovertible fact that three times one are three and five times one are five.

On one tablet the schoolboy has been given a lesson in phonetic signs corresponding to the shorthand of modern times. The Sumerians, the authors of these tablets, also invented the use of writing syllables and combining them into words, being the first step toward the alphabet.—*Christian Herald.*

Bellevue Art Training Centre of the A. E. F.

THE Bellevue Art Training Centre of the A. E. F., at Bellevue, Seine-et-Oise, in 1919, was organized as an independent post under Major George H. Gray of the Engineers and functioned from March to June last. The curriculum was arranged by Mr. Lloyd Warren, the director of education and dean of the faculty. He had as assistants George S. Hellman, Ernest Peixotto, Solon Borglum, Leslie Cauldwell, W. C. Titcomb, Clarence E. Howard, Archibald M. Brown and Robert F. Logan. The work was classified in the departments of architecture, painting, sculpture, interior decoration, city planning and itineraries.

Mayor Gray says in his report: "Our army of citizen-soldiers found itself at the end of the campaign in a foreign land which is a veritable treasure house of art of every description, whose whole history is intricately interlaced with the history of art, a land which for ages has been producing masters and masterworks, a land replete with museums, schools and instructors of great gifts. To our citizen artists, who are momentarily soldiers, the army authorities granted the high privilege of dropping their arms and taking up the implements of their arts. Such were the extraordinary conditions under which this school came into existence, and such were the educational opportunities which the educational director so ably moulded to his purpose."

The reports of the instructors and the reproductions of the work of the students bear testimony to the versatility of our soldiers and to the fidelity with which they have availed themselves of their opportunities. The building used was the former Palace Hotel at Bellevue, which had just been vacated by the A. R. C., where it had served as a base hospital. It was arranged that all the students should visit the monuments and places of general artistic interest in Paris and its vicinity, including chateaux, museums, exhibitions, &c.

The school was opened on March 5 and it soon contained 350 students, but many of them could remain but a short time.

In addition to the faculty, as noted above, the cooperation of French savants was sought and obtained by the director, and lectures were given in English by ten notable authorities on such subjects as French architecture, painting, sculpture, interior decoration and applied art. Among the French lecturers were J. J. Haffner, Salomon Reinach, Louis Dimier, L. Hourticq, Marquet de Vasselot, Fritsch-Estrangin, Giraldon, Demotte, J. C. N. Forestier, and others.

Mr. Warren says that no undertaking could have received more loyal, devoted and able collaboration than the members of the faculty and the staff of instructors brought to bear on this work. From the beginning they showed keen desire to put their best abilities and energies at the service of the men in khaki. "The same sincere interest," he adds, "I encountered in all my relations with the French artists and savants whose cooperation I asked." On the part of the students a corresponding appreciation, intelligence and application to study made the task of the faculty easy. So, on the whole, the director thinks the results obtained were most satisfactory.

Capt. Peixotto's report of the department of painting is particularly interesting. In March, through the cooperation of the "French Homes" and of M. Jean Rene Carriere, sculptor, son of the celebrated artist, Eugene Carriere, a series of visits to the studios of the most noted French artists was begun, these visits continuing every Wednesday afternoon. This was a privilege that no students in Paris had ever before enjoyed. Two or three studios were visited each week, about thirty students, accompanied by M. Carriere and Capt. Peixotto, spending an hour or two with each of the great painters, sculptors and draughtsmen, hearing them talk of their art and their work, seeing that work in its various stages of completion, visualizing the personality and surroundings of each man.

In turn, they were taken to the studios of conservatives and radicals in art, and were thus enabled to form their own ideas as to which of the theories of present day art was best suited to their own opinions and temperaments. The studios visited included those of Bonnat, Besnard, Roll, Cormon, Cottet, Blanche, Gorguet, Rene Menard, Van Dongen, Paul Chabas, Mlle. Dufau, Leandre, Steinlen, Willette, Devambez, Jonas, Batnioms, Dsmft, Bouchard Bourdelle, Sicard and Desbois.

Toward the end of the term the students of the painting departments made two excursions to famous French landscape sketching grounds. One party went into Normandy, visiting Vetheuil and Giverny, where they saw the home of Monet, then on to Andelys and the lower valley of the Seine. The other party went to the painters' haunts around Fontainebleau, visiting Barbizon, where they saw the homes of Millet, Rousseau, Diaz, Barye and Jacques, spending the night in the Palace of Fontainebleau itself, and visiting the next day Marlotte, Montigny, Moret and Samois.

The report of the school forms a good sized brochure of 114 pages, with numerous illustrations. It was printed in Paris on the Frazier Soye presses and is in all respects a very interesting and creditable record of a unique educational experiment, says W. H. D. in the Boston *Transcript.*